

## North Gem School District No. 149

### Differentiated Compensation District Framework

District level differentiated compensation in the North Gem School District shall be earned in accordance with the following:

- Shall be provided to all the certified and classified staff who work in the District
- Classified staff members (custodian, food service worker, instructional paraprofessional, personal care assistant, clerk, secretary,) shall be compensated at 50% of that of a teacher and shall attach to the district as either full time status or part time status depending on their FTE; part time staff members' compensation shall be pro-rated from the 50% rate
- Persons who work a partial year shall be eligible for differentiated compensation for the time worked
- Short term absences shall not be considered when considering working a partial year
- Long term substitutes who are either replacement teachers or classified substitutes shall be eligible for differentiated compensation for the time worked that is longer than 6 weeks
- Personnel on probation anytime during the year shall not be eligible for differentiated compensation
- Non-continuing contract teachers who are not renewed for performance reasons will not be eligible for differentiated compensation

There will be single measurement of growth in student achievement, by grade upon which the compensation shall be based. The measurement will be different by grade level and school and the indicators and goals to measure student growth shall be developed by individual teachers.

The growth measure will be reflected in Part B of the Teacher Evaluation-Formative Part 1 for each certificated staff member.

40% of the award for differentiated compensation will be directed toward professional development of staff in relation to implementation of ICS.

8-12-13

To: Jamie Holyoak, Superintendent

From: Justin Williams and Diane Christensen, Directors of Secondary Education

Date: August 26, 2013

RE: Differentiated Compensation Proposal

The secondary proposal for awarding differentiated compensation is based on the following rationale:

- The measure should leverage our focus as a district to successfully implement the Idaho Core Standards and prepare students for the new state assessments;
- The measure of student achievement used to distribute differentiated compensation should be meaningful and challenging;
- The measure and indicators of success should be defensible to staff and the public as a valid measure of student growth toward a defined achievement goal that involves all teachers;
- The achievement goal should be attainable so that all staff willing to invest in developing students' thinking and writing skills through compare and contrast writing activities will receive the compensation bonus.

#### BACKGROUND

Marzano and others have researched the benefits of compare and contrast as a strategy that provides students with a process to conduct deep and meaningful comparisons both in the classroom and on their own as they apply their learning to real world context. Compare and contrast, as explained in *The Core Six: Essential Strategies for Achieving Excellence with the Common Core*, contains four concise steps to careful and comparative analysis through reading, thinking and writing. They require students to make logical inferences that demonstrate higher order thinking.

#### PROPOSAL STATEMENT

It is proposed that secondary schools use student performance on a compare and contrast writing task to award differentiated pay.

#### STEP 1

English and social studies teachers will score and benchmark the first compare and contrast writing task in one class of their choice near the beginning of the first semester. Department members will facilitate the collaborative scoring activities, collect the data, and present to the principal at the end of the semester. Based on the rubric-based scores (5, 4, 3, 2, 1), individual English and social studies teachers will set a PERFORMANCE goal for that class to achieve by the end of the school year. For example: 1<sup>st</sup> hour US History A achievement on the compare and contrast writing task will improve from a proficiency percent of 30% to 75% of students scoring proficient or above by the end of the 1<sup>st</sup> semester. This process will be repeated during the second semester. Math and science teachers as well as all other non-core subject teachers will be expected to conduct the same tests.

## STEP 2

The school will set a school wide PEFORMANCE goal after the fall writing performance and an overall school-wide PEFORMANCE goal. For example: Using data from the 1<sup>st</sup> or 2<sup>nd</sup> semester, 72% of students will score proficient (3) or above on the final compare and contrast writing task. At the end of the first or second semester, the school may decide to revise the building PEFORMANCE goal.

Schools will calculate their overall average proficiency based on the final compare and contrast writing task from both semesters to determine if differentiated compensation is earned. If the school-wide PEFORMANCE goal is met, all school employees will receive the differentiated pay award.

## PROCESS DETAILS

At the end of 1<sup>st</sup> and 2<sup>nd</sup> semester, compare and contrast writing data will be gathered, presented, and discussed at a Building Leadership Team meeting that involves all department heads. Any issues, insights, and implications for instruction will be shared at the next administrative teams monthly meeting.

In core subjects English, math, social studies and science, there will be an effort to design prompts and practice compare and contrast activities that support a focus on the Learning objectives. For example a 7<sup>th</sup> grade life science unit on cell structure and function target may be “students will independently use their learning to understand the organization and function of living systems.” Rubrics will rate the content, structure, and thought process.

The PEFORMANCE Goal set by individual teachers will be reflected in the annual teacher evaluation process. Teachers involved in the third semester pre/post writing task will complete their final compare/contrast write in time for the results to be included on their annual summative evaluation due by May 15, 2014.

Building administrator, as they visit classrooms, will look for evidence that compare/contrast activities are happening in that same teacher’s classes that are similar to the one class that is the focus of their PEFORMANCE goal for that assessment.

Attached is also a Secondary Writing Prompt, for students with disabilities (SWD) that will be utilized as part of the Differentiated Pay Plan for next year. It maintains academic rigor for students with disabilities while honoring the IEP process. Students are categorized much the same as our state assessments (accommodation vs. adaptations), rather than a tiered level of disability. Special Ed. representatives would be involved as teams create the prompts, practice activities and rubrics as it pertains to students who require alternate or adapted assessment as part of their IEP. (see attached)

Testing will begin on Sept. 25<sup>th</sup>. Teachers will be encouraged to have set their building-wide PEFORMANCE goal by Monday, October 14<sup>th</sup>.

To: Jamie Holyoak, Superintendent

From: Melanie Williams, Director of Elementary Education

Date: July 2, 2013

RE: Differentiated Compensation Proposal

The elementary proposal for awarding differentiated compensation is based on the following rationale:

- The measure should leverage our focus as a district to successfully implement the Idaho Core Standards and prepare students for the new state assessments;
- The measure of student achievement used to distribute differentiated compensation should be meaningful and challenging;
- The measure and indicators of success should be defensible to staff and the public as a valid measure of student growth toward a defined achievement goal;
- The achievement goal should be attainable so that all staff willing to invest in the development of best practices relative to instruction will receive the compensation bonus.

To support the implementation of the Idaho Core Standards, efforts to improve student Reading skills have been underway for two years.

It is proposed that elementary schools use student Reading as the measure to award differentiated compensation to grade level teams. Teachers will utilize Star Reading grade level assessments to determine student performance in Reading. The grade level Reading indicator will be used to determine student growth in achievement. Performance Goals will be developed by each grade level team and the principal (see example below). The grade level Performance Goal will be reflected in Part B of the Teacher Evaluation - Formative Part I. The Performance Goal may be adjusted following the administration and collaborative scoring of the second performance task in January/February. The final Reading task will administered and scored to determine student progress in meeting the grade level Performance Goal.

*Performance Goal Example: Third grade student achievement in Reading will improve from 45% proficient on the fall Reading performance task to 80% proficient (showing 1 year's growth on the Star Reading Test) on the spring Reading performance task.*

Certified interventionists, resource room teachers, and extended resource room teachers will support classroom teachers and students in their efforts to improve Reading. Interventionists and resource room teachers will be assigned to a grade level team and participate in the development of a team Performance Goal, professional development activities, supporting individual students, and collaborative scoring of the Reading performance tasks. Compensation will be distributed to these individuals based on the success of their assigned grade level team in meeting the Performance Goal.

Development Learning Program (DLP) teachers will develop a Reading PERFORMANCE goal for students in their classroom that participate in the Idaho Alternative Assessment. The Performance Goal may be adjusted following the scoring of Reading performance tasks administered in January/February. The final Reading performance tasks will be administered and scored to determine student progress in meeting the DLP classroom Performance Goal. The Performance Goal will be reflected in Part B of the

Teacher Evaluation - Formative Part I. Compensation will be distributed to these individuals based on the success in meeting their Performance Goal.

Preschool teachers will develop a school Performance Goal based on the early childhood outcomes. Each preschool child is assessed when they enter the program and growth is measured using the Creative Curriculum assessment tools prior to annual IEP meetings. Under the direction of the principal, the staff will review assessment data in all three domains and set a growth goal for the school. The school goal may be adjusted in January/February based on mid-year growth data. The Performance Goal will be reflected in Part B of the Teacher Evaluation - Formative Part I. Compensation will be distributed to these individuals based on the success of the school in meeting their Performance Goal.

School Administration, counselors, music specialists, ancillary staff (pro-rated based on building assignments), and classified staff members will receive differentiated compensation based on the percentage of K-4 grade levels in the building who meet their performance Goal and receive the bonus (i.e. 4 of the possible 5 grade levels achieved the performance Goal so 4/5 of the bonus amount will be distributed).